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ABSTRACT

This study was designed to determine the effectiveness of textbook and lecture methods of instruction on student achievement during 10 days of an introductory psychology course. The 48 subjects were randomly assigned to four treatment groups. The same examination was given as pretest and as post-test. The test was concerned with recall of factual data, application of analytical skills, and the use of inductive and deductive reasoning. An analysis of variance of the post-test scores showed that receiving the lecture contributed significantly to student achievement. A reference group of 48 students was randomly divided to determine the effect of pretesting. A t test indicated that receiving the pretest contributed to student achievement on the post-test. [Not available in hard copy due to marginal legibility of original document.] (Author/MS)

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AN EXPERIMENT IN THE EVALUATION OF INSTRUCTION AT THE JUNIOR COLLEGE

A Research Project

Presented to
James Yelvington, Professor
Seminar: 261D The Junior College Curriculum
Graduate School of Education
University of California, Los Angeles

by

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Introduction

This study originated in response to an increasing commentary on the process of evaluating instruction in the public schools. Although the experimental design was constructed for use at the junior college level, significant results may suggest appropriate modifications for evaluating secondary teaching.

Problem

To determine the effectiveness of text and lecture methods of instruction on student achievement during ten days of an introductory psychology course.

Statement of Design

The experiment employs a two-way, fully-crossed, factorial design with two levels of each classification variable, plus a separate reference group for determining effect of pre-test on post-test. The subjects receive identical pre- and post-tests developed to examine achievement of cognitive behaviors. The reference group is split randomly, with one-half of the subjects receiving both pre-test and post-test and the remainder receiving post-test only.

Classification variables are 1) use of text and 2) participation in lecture sessions. Each variable occurs at two levels, i.e., presence or absence.

The operational definition of the dependent variable (student achievement) is the post-test.

Table 1 depicts the analysis of variance design employed in the experiment.

Table 1

Analysis of Variance Design

	Text	Lecture
Group I	X	X
Group II		X
Group III	X	
Group IV		

Note: X shows "presence"

Procedures

Characteristics of subjects. - Subjects in the experimental group were enrolled in an introductory psychology course with SCAT college entrance scores ranging from the 15th to the 35th percentile. The median age for the 22 females and 26 males was twenty-four years; a rather mature group considering that four subjects were high school honor students. It is significant to consider that 80% of the subjects were of Negro ancestry, 5% of Chinese descent and 15% of Caucasian origin.

The reference group consisted of students enrolled in an introductory social science course (N=48). The median age for the 28 females and 20 males was twenty-one years with their SCAT college entrance scores ranging from the 15th to the 35th percentile. It is again important to note that 90% of the subjects were of Negro ancestry, 3% of Chinese descent and 7% of Caucasian origin.

Selection of subjects. - Registration cards for the experimental group were shuffled face down by an outside observer and placed in four piles. The experimenter then assigned the subjects to the treatment groups as follows:

Group I Text and Lecture (N=12)
Group II Lecture Only (N=12)
Group III Text Only (N=12)
Group IV Neither Text nor Lecture (N=12)

The reference group was randomly divided into the following:

Group Va Pre-test and Post-test (N=24)
Group Vb Post-test Only (N=24)

Preparation and Selection of Materials. - All treatment group subjects were provided with a course outline and a copy of Bloom's Taxonomy of Educational Objectives[1] modified for an academic course in introductory psychology (See Appendix A). Hilgard and Atkinson's text Introduction to Psychology[2] was assigned to groups I and III with instructions regarding its use during the experimental period.

The test was concerned with two general categories of ability. The first requirement was the recall of factual data consisting of selected concepts in personality psychology. The second area required the application of analytical skills and the use of inductive and deductive reasoning. (See Appendix C) The pre- and post-test consisted of fifty-five questions arranged in three sections of multiple-choice, true-false and open-end essay type. A total score of 100 points was possible, with the last section of open-end essay questions given greater weight.

Experimental treatments. - Group I (text and lecture) received all materials relevant to the conduct of the unit under evaluation during the ten days of instruction. Group II (lecture only) turned in their textbooks for the course and received all instructions except those regarding assigned reading of the text.

1. Benjamin S. Bloom, Ed. Taxonomy of Educational Objectives (New York: David McKay Company, 1956).

2. Ernest Hilgard and Richard Atkinson, Introduction to Psychology 4th Edition. (New York: Harcourt Brace & World Inc. 1967).

The lecture was designed to emphasize the 'Socratic method'. This organization of presentation allows the student extensive autonomy in developing their analysis of psychological principles. The method emphasizes student expertise rather than the customary autocratic position of many instructors. Treatment of Group II during the lecture sessions did not differ from that of Group I with the exception that they turned in their textbooks during the experimental period. Group III (text only) received instructions for use of text and were released from class attendance during the experimental period. Group IV (neither text nor lecture) received instructions for independent study, turned in their textbooks and did not attend class during the experimental period.

Collection of data. - All treatment groups were given the pre-test and post-test. Group Va was given the pre-test. Subsequent to the treatment period, Groups Va and Vb both received the post-test. The pre- and post-tests were graded by an outside observer and the total number of points for correct answers was given as the raw score for each case. The raw scores were punched into data cards for computer processing.

Analysis and Results.

The analytical procedures employed included a *t* test, an analysis of variance and *F* tests.

Reference group. Table 2 presents means and standard deviations of post-test scores for groups Va and Vb.

Table 2

Post-test Means and Standard Deviations of Groups Va and Vb

	Mean	S.D.	N
Group Va (Pre-test)	18.83	4.68	24
Group Vb (No Pre-test)	14.83	5.61	24

A one-tail t test (alpha level of .01) was used to determine the significance of the difference between the post-test means of those receiving the pre-test and those not receiving the pre-test. The critical value of t for 46 degrees of freedom is 2.40. The t calculated from the test scores is 2.68. The null hypothesis was therefore rejected in favor of the alternate hypothesis that subjects receiving the pre-test did significantly better than subjects not receiving the pre-test.

Experimental group. - Post-test means and standard deviations for the treatment groups are given in Table 3.

Table 3

Post-test Means and Standard Deviations of Treatment Groups

	Mean	S.D.	N
Group I (Text and Lecture)	72.83	39.77	12
Group II (Lecture Only)	63.50	43.13	12
Group III(Text Only)	37.08	38.76	12
Group IV (Neither Text nor Lecture)	39.16	31.40	12

A two-way analysis of variance was performed using the post-test scores as the dependent variable. The alpha level was set at .01, which established a critical F ratio of 7.3. for 1 and 44 degrees of freedom. Only the main effect of the lecture variable is significant. Table 4 summarizes the results.

Table 4

Summary of the Analysis of Variance on Student Achievement

Source	SS	df	MS	F
Text	157.69	1	157.69	1.28
Lecture	10830.02	1	10830.02	8.77**
Text-Lecture	391. 02	1	391.02	3.17
Within	5435.11	44	123.53	

** Significant at the .01 level.

Conclusions

The experiment indicates the importance of lecture participation in promoting student achievement. Dialogue between teacher and student appears to support student development of certain intellectual skills and abilities unobtainable by reading of the text alone. Though an item analysis of the post-test was not performed, the outside observer grading the tests noted that subjects attending the lecture (whether using the text or not) seemed to excell on test items requiring such intellectual abilities as "Interpretation," "Extrapolation," "Analysis of elements, relationships and organizational principles" and "Synthesis". Further study is necessary to determine what elements in the lecture format are significant in developing specific intellectual skills and abilities.

Summary

A factorial experiment was carried out to determine the effect of text and lecture on student achievement in a freshman psychology course. Forty-eight subjects were randomly assigned to four treatment groups differing as to whether they received text or lecture or both. A pre-test was given and after the treatments, the identical examination was given as the post-test. The post-test scores were subjected to an analysis of variance, which indicated that receiving the lecture significantly contributed to student achievement. A reference group of forty-eight students was randomly halved to determine the effect of pre-testing. A *t* test indicated that receiving the pre-test contributed significantly to student achievement on the post-test.

APPENDIX

A Bloom's Taxonomy Of Cognitive Behaviors

B Introductory Psychology Examination

C Test Questions Coded for Cognitive Behaviors

D Frequency Distribution for Pre-test Scores

E Frequency Distribution for Post-test Scores

APPENDIX A

Taxonomy of Educational Objectives

Cognitive Domain

KNOWLEDGE

1.00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate materials. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1.10 KNOWLEDGE OF SPECIFICS

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1.11 KNOWLEDGE OF TERMINOLOGY

Knowledge of the referants for specific symbols (verbal and nonverbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

*To define technical terms by giving their attributes properties, or relations.

*Familiarity with a large number of words in their common range of meanings.

1.12 KNOWLEDGE OF SPECIFIC FACTS

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

*The recall of major facts about particular cultures.

*The possession of a minimum of knowledge about the organisms studied in the laboratory.

1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate levels of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1.21 KNOWLEDGE OF CONVENTIONS

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

*Familiarity with the forms and conventions of the major types of works, e. g., scientific papers, etc.

*To make pupils conscious of correct form and usage in speech and writing.

1.22 KNOWLEDGE OF TRENDS AND SEQUENCES

Knowledge of the processes, directions, and movements of phenomena with respect to time.

*Understanding of the continuity and development of American culture as exemplified in American life.

1.23 KNOWLEDGE OF CLASSIFICATION AND CATEGORIES

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

*To recognize the area encompasses by various kinds of problems or materials.

*Becoming familiar with the range of types of literature.

1.24 KNOWLEDGE OF CRITERIA

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

*Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read.

1.25 KNOWLEDGE OF METHODOLOGY

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

*Knowledge of scientific methods for evaluating psychological concepts.

*The student shall know the methods of attack relevent to the kinds of problems of concern, to the behavioral sciences.

1.30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1.31 KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predecting, or in determining the most appropriate and relevant action or direction to be taken.

*Knowledge of the important principles by which our experience with psychological phenomena is summarized.

*The recall of major generalizations about particular cultures and its impact of the development of personality.

1.32 KNOWLEDGE OF THEORIES AND STRUCTURES

Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenen, problem, or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

*The recall of major theories about particular cultures.

*Knowledge of a relatively complete formulation of the theory of evelution with regards to psychosocial factors of human survival.

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes or operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its cullest implications.

2.10 TRANSLATION

Comprehension as evidenced by the car and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form in the communication has been altered.

*Skill in translating mathematical verbal material into symbolic statements and vice versa.

2.20 INTERPRETATION

The explanation or summarization of a communication. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involves a rendering, rearrangement, or a new view of the material.

*The ability to grasp the thought of the work as a whole at any desired level of generality.

*The ability to interpret various types of social data.

2.30 EXTRAPOLATION

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

*The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.

*Skill in predicting continuation of trends.

3.00 APPLICATION

The use of abstrations in particular and concrete situation. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas and theories which must be remembered and applied.

*Applications to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

*The ability to predict the probable effect of a change in a factor on a psychological situation previously at equilibrium.

4.00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4.10 ANALYSIS OF ELEMENTS

Identification of the elements included in a communication.

*The ability to recognize unstated assumptions.

*Skill in distinguishing facts from hypotheses.

4.20 ANALYSES OF RELATIONSHIPS

The connections and interactions between elements and parts of a communication.

*Ability to check the consistency of hypotheses with given information and assumptions.

4.30 ANALYSIS OF ORGANIZATIONAL PRINCIPLES

The organization, systematic arrangement, and structure which holds the communication together. This includes the "explicit" as well as "implicit" structure. It includes the bases, necessary arrangement, and the mechanics which make the communication a unit.

*Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.

5.00 SYNTHESIS

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure **not** clearly there before.

5.10 PRODUCTION OF A UNIQUE COMMUNICATION

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

*Skill in writing, using an excellent organization of ideas and statements.

5.20 PRODUCTION OF A PLAN, OR PROPOSED SET OF OPERATIONS

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

*Ability to propose way of testing hypotheses.

5.30 DERIVATION OF A SET OF ABSTRACT RELATIONS

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

*Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

6.00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 JUDGMENTS IN TERMS OF INTERNAL EVIDENCE

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

*Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, prof, etc.

*The ability to indicate logical fallacies in arguments.

6.20 JUDGMENTS IN TERMS OF EXTERNAL CRITERIA

Evaluation of material with reference to selected or remembered criteria.

*The comparison of major theories, generalizations, and facts about particular cultures.

*Judging by external standards, the ability to compare a work with the highest known standards in its field--especially with other workds of recognized excellence.

APPENDIX B

Introductory Psychology Examination or Psychology of Personality

1. The defintion of the term "personality" is a long one. Part of the defintion of personality refers to the
   a. characteristic and distinctive traits of an individual.
   b. strength of character.
   c. depth of the unconscious.
   d. nomothetic traits which make a person act differently from time to time in the same situation.

2. Any aspect of personality that is reasonably characteristic and distinctive is usually called a
   a. mode.
   b. factor.
   c. trait.
   d. type.

3. One use to which factor analysis has been put in the study of personality is to
   a. draw conclusions about the change in a particular trait over the lifetime of an individual.
   b. show the continuous distribution of a particular quality in the total population.
   c. reduce to a smaller number the number of traits required to describe an individual adequately.
   d. determine the correct number of traits we should always use in comparing people.

4. Infavoidance, counteraction, and sentinence are
   a. personal motives, according to one classification.
   b. abilities measured by the Wechsler Adult Intelligence Scale.
   c. interest patterns, according to several classifications.
   d. rarely used defense mechanisms.

5. According to the defintions given in the text, lack of satisfaction of a need is called _____; blocking of behavior directed toward a goal is called _____.
   a. approach-approach conflict; avoidance-avoidance conflict.
   b. motivation; conflict.
   c. frustration; conflict.
   d. deprivation; frustration.

6. The following relationship exists between conflict and frustration.
   a. Frustration causes conflict.
   b. Conflict causes frustration.
   c: A relationship is nonexistent because frustration causes deprivation.
   d. A relationship is logically impossible because these terms are synonymous.

7. Fixation of response was observed in rats who were presented with
   a. an approach-approach conflict.
   b. an insoluable discrimination.
   c. a plexiglass barrier in a straight-alley runway.
   d. extinction of a bar-press response

8. The usual point of view with respect to defense mechanisms is that, in general, they defend a person against
   a. repression.
   b. motivation.
   c. anxiety.
   d. the consequences of aggression.

9. The defense mechanism of repression is related most generally to
   a. reverting to infantile behavior.
   b. motivated forgetting.
   c. asserting a motivation opposite to the actual motivation.
   d. shifting to a higher motivation than the actual motivation.

10. Projection is best defined as
   a. an eagerness to discuss personal problems.
   b. adoption to the values and taboos of older persons.
   c. assigning traits we ourselves possess to others.
   d. a tendency to react to others according to our motivations.

11. When a person gives good reasons instead of true reasons for his behavior, he is likely to be using the defense mechanism of
   a. dissociation.
   b. apathy.
   c. disppacement.
   d. rationalization

12. The statement "If I am (like) the aggressor, I cannot be aggressed against" exemplifies best a variety of which defense mechanism?
   a. rationalization.
   b. reaction formation.
   c. identification.
   d. compensation.

13. Studies of family influences on the development of personality in children have shown that
   a. imitation and modeling are not important.
   b. children will not imitate specific aggressive actions, but will become generally aggressive.
   c. children from controlled home atmospheres tend to be more socially aggressive than children from democratic home atmospheres.
   d. children from controlled home atmospheres tend to be more conforming than children from democratic home atmospheres.

14. The development of the responses, interests, and behaviors appropriate to one's sex is called
   a. sexual differentation.
   b. the masculine (or feminine) response.
   c. syndrome development.
   d. sex-typing.

15. A child begins to develop a self concept as he

a. begins to learn distinctions between his own body and other objects in the environment.
b. passes through the latency period.
c. employs defense mechanisms to his advantage.
d. employs defense mechanisms to his disadvantage.

16. In Freud's theory of personality the instincts of the id are called
a. the superego.
b. the ego.
c. the ego ideal.
d. the libido.

17. Freudians contend that Oedipal anxiety (the Oedipus complex) is typically defended against by which dendese mechanism?
a. fixation.
b. identification.
c. projection.
d. regression.

18. Alfred Adler split with Freud and developed a theory strongly emphasizing a drive fro
a. reduction of basic anxiety.
b. superiority.
c. self-actualization.
d. escape from freedom.

19. Which of the following developed a theory which emphasized that anxiety arises from social tensions in childhood rather than from conflicts between id and ego in childhood?
a. Alfred Adler
b. Abraham Maslow
c. Karen Horney
d. Henry Murray

20. The theory proposed by Maslow has needs arranged in a hierarchy. The need highest in their hierarchy is the need for
a. self-actualization.
b. functional autonomy.
c. belongingness.
d. esteem.

The study of personality has many aspects; on of these is the study of the structure of personality. Here are some questions about this aspect of personality theory.

21. _____ The characterization of people by types is the correct way to think about the distribution of traits in the population
22. _____ Clusters of related personality traits are determined by the technique known as descriptive analysis.
23. _____ An objective test for the assessment of complex human motives is known as the Edwards Personal Preference Schedule.
24. _____ Although not always considered so, motives can often be thought of as general traits and can thus be used to encompass many seemingly different specific traits.
25. _____ Defense mechanisms, although important in adjustment, are not considered to be personality traits.

Frustration, conflict, and defense mechanisms are related concepts. Here are some questions about these topics.

26. _____ Vacillation of behavior is likely in certain types of conflict.

27. _____ In general, when obstacles are internalized, they become easier to circumvent because the person now has them under greater control.
28. _____ Although anxiety is a state of affairs which produces discomfort, it does not motivate behavior.
29. _____ Displacement is a defense mechanism in which the object or goal of a motive is disguised by substituting a similar goal in the place of the original one.
30. _____ Freud argued that many creative works were the result of reaction formation.

Personality characteristics have complex origins, but many sources can be identified. Here are some questions about the origins of personality characteristics.

31. _____ Tempo of action, characteristic moods, and patterns of mood change are considered to be temperamental traits.
32. _____ The inhibition of emotional responsivity in the Balinese people has been traced to a genetic predisposition existing in this relatively isolated group.
33. _____ Some of the techniques of adjustment developed by children in the family may be explained by use of principles of instrumental learning.
34. _____ General attitudes, but not specific responses, are learned by children through imitation of models.
35. _____ The concordance ratio for identical twins for manic-depressive psychosis is less than that for schizophrenia.

To abstract traits from the total personality pattern gives a rather distorted picture; personality is an organic whole which is different for each person. Here are some questions about individuality and the self.

36. _____ A syndrome is a defense mechanism characterized by repression of authoritarian characteristics.
37. _____ Personality changes are usually abrupt transitions.
38. _____ Defense mechanisms often maintain distorted self perceptions.
39. _____ Self-perceptions tend to be more accurate than object perceptions because the frame of reference is better known.
40. _____ The concept of self refers to the person's awareness of his own personality.

Theories of personality are perhaps best looked upon as proposals about the the origins of personality traits and their interactions. Here are some questions about the various theories.

41. _____ According to Freudian psychoanalytic theory, fixation in a prenental stage may produce certain adult personality characteristics.
42. _____ According to Freudian psychoanalutic theory, various slips of the tongue and cases of selective forgetting are explained by a distorted self-image.
43. _____ Emphasis on the uniqueness of the individual and the functional autonomy of motives are important features of the learning theory of personality.

44. _____ In recent years, psychoanalytic theory has turned more and more to the analysis of "id instincts."

45. _____ A theory of personality which stresses early social learning in crucial interpersonal situations is the theory of Harry Stack Sullivan.

46. Indicate three techniques critical to the methodology of Freudian Analysis.
1.
2.
3.

47. In sheldon's paradigm of body types, what is the predominant factor invalidating his theory? _____

48. The following statement is a cautionary principle in evaluating personality: "The type description tends to assert too much about the individual." Give an example of the above. _____

49. Give the five factors of differentiation, subsumed under environment and indicate a hypothesis for each.

1.	1a.
2.	2a.
3.	3a.
4.	4a.
5.	5a.

50. Indicate the four basic surface traits of Cattell's theory and give examples of each.

1.	1a.
2.	2a.
3.	3a.
4.	4a.

51. Indicate the four basic source traits of Cattell's theory and give an example of each.

1.	1a.
2.	2a.
3.	3a.
4.	4a.

52. Give a short anecdotal statement depicting manifest schizophrenia being sure to include counter-availing techniques.

53. Indicate at least three techniques which will validate the hypothesis upon which the dynamic theory of personality is based.

54. Reflective self-evaluation is an example of what factor in personality perception? _____

55. Discuss the fatal flaws in "becoming" a person.

Appendix C

Test Instrument Questions Coded for Appropriate

Cognitive Behaviors

Cognitive Behavior Objectives

Knowledge

1.00 Knowledge
1.10 Knowledge of Specifics
1.11 Knowledge of Terminology
1.12 Knowledge of Specific Facts
1.20 Knowledge of Ways and Means of Dealing with Specifics
1.21 Knowledge of Conventions
1.22 Knowledge of Trends and Sequences
1.23 Knowledge of Classifications and Categories
1.24 Knowledge of Criteria
1.25 Knowledge of Methodology
1.30 Knowledge of the Universals and Abstractions in a Field
1.31 Knowledge of Principles and Generalizations
1.32 Knowledge of Theories and Structures

Intellectual Abilities and Skills

2.00 Comprehension
2.10 Translation
2.20 Interpretation
2.30 Extrapolation
3.00 Application
4.00 Analysis
4.10 Analysis of Elements
4.20 Analysis of Relationships
4.30 Analysis of Organizational Principles
5.00 Synthesis
5.10 Production of a Unique Communication
5.20 Production of a Plan, or Proposed Set of Operations
5.30 Derivation of a Set of Abstract Relations
6.00 Evaluation
6.10 Judgments in Terms of Internal Evidence
6.20 Judgments in Terms of External Criteria

Appendix C

Test Instrument Questions Coded for Appropriate Cognitive Behaviors

Test Instrument Question Number	Cognitive Behavior Objectives
1,2	1.10/1.11/2.00
3	1.20/2.00
4	1.20/2.00
5	1.12/1.20/2.00/2.20/2.30
6	1.20
7	1.21
8	1.23/2.10
9	1.31/2.10
10	1.10/1.11/1.12/2.10
11	1.00-1.21/2.00-2.20
12	1.20/1.23/2.00/2.10
13	1.31/2.20
14	1.11/1.12/2.10
15	1.24/2.30
16	1.23/2.10
17	1.30/2.20
18	1.30/2.20
19	1.30/2.20
20	1.30/2.20
21 - 45	1.10/1.11/1.12/2.00/2.10

Appendix C

Test Instrument Questions Coded for Appropriate Cognitive Behaviors

Test Instrument Question Number	Cognitive Behavior Objectives
46	1.24/1.25/1.30/1.31/1.32/2.20/2.30
47	1.20/1.21/1.23/1.24/2.00-3.00
48	1.23/1.24/2.00-3.00
49	1.10-1.30/2.00-4.30
50	1.10/1.32/2.00-3.00
51	1.10/1.32/2.00-3.00
52	1.10-1.31/2.00-5.10
53	1.10-1.32/2.00-5.00
54	1.10-1.21/2.00-2.20
55	1.10-1.32/2.00-5.10

APPENDIX D

Frequency Distribution for Pre-test

Scores	Group I (N=12)	Group II (N=12)	Group III (N=12)	Group IV (N=12)	Group Va (N=24)
0					
1					
2					
3					
4					
5					
6					1
7					
8					
9					
10					
11					1
12					
13					
14					1
15					2
16					2
17	1				3
18	3				2
19	1		1		1
20	1	1		1	3
21	1		1		2
22		2			1
23			3	1	1
24		2			2
25	3		2		
26		1		1	1
27	1	1			1
28		1	1		
29	1	1		3	
30			1	1	
31		1		2	
32			1		
33				1	
34					
35					
36		1			
37					
38		1			
39					
40					
41					
42			1	1	
43					
44					
45					
46			1		
47					
48					
49				1	
50					

51 to 100 - no scores appeared in this range

APPENDIX E

Frequency Distribution for Post-test

Scores	Group I (N=12)	Group II N=12)	Group III (N=12)	Group IV (N=12)	Group Va (N=24)	Group Vb (N=24)
0						
1						
2						
3						1
4						
5						1
6						1
7						
8					1	1
9						
10						
11						1
12						2
13						2
14					2	3
15					3	
16			1		3	1
17					1	3
18					3	2
19						2
20					4	
21					1	2
22					1	1
23						
24					2	
25					2	
26			1		1	1
27						
28			1	1		
29						
30				2		
31						
32			2	1		
33			1			
34						
35						
36			1	1		
37						
38				2		
39						
40						
41				1		
42	1			1		
43						
44						
45			1	1		
46						
47						
48			1			
49			1			
50			2			

Frequency Distribution for Post-test continued.

Scores	Group I	Group II	Group III	Group IV	Group Va	Group Vb
51		1				
52						
53						
54		1				
55			2			
56		1				
57	1					
58						
59						
60						
61	2					
62	1	2				
63						
64	1	1				
65		1				
66						
67						
68						
69						
70		1				
71		1				
72						
73						
74	1					
75	1	1				
76						
77						
78						
79						
80	2					
81						
82	1					
83						
84						
85						
86						
87	1					
88						
89						
90			1			
91	1					
92						
93						
94						
95						
96						
97						
98						
99						
100						